

**Texas Education Agency  
Standard Application System (SAS)**

**2016–2017 Texas 21<sup>st</sup> Century Community Learning Centers, Cycle 9, Year 1**

<b>Program authority:</b>	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period</b>	August 1, 2016, to July 31, 2017	
<b>Application deadline:</b>	5:00 p.m. Central Time, March 29, 2016	
<b>Submittal information:</b>	<b>Three</b> complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	Place date stamp here. Received Texas Education Agency Document Control Center Grants Administration 2016 MAR 28 PM 2:04
<b>Contact information:</b>	21stCentury@tea.texas.gov	

**Schedule #1—General Information**

<b>Part 1: Applicant Information</b>					
Organization name	County-District #		Amendment #		
Aldine ISD	101-902				
Vendor ID #	ESC Region #			DUNS #	
74-6001110	04			073898017	
Mailing address			City	State	ZIP Code
2520 W. W. Thorne Drive			Houston	TX	77073-3406
<b>Primary Contact</b>					
First name	M.I.	Last name	Title		
Lona		Alexander-Mitchell	Director		
Telephone #	Email address		FAX #		
281-985-6058	lfalexander@aldineisd.org		281-985-7311		
<b>Secondary Contact</b>					
First name	M.I.	Last name	Title		
Perla	A	Davila	Director		
Telephone #	Email address		FAX #		
281-985-6289	padavila@aldineisd.org		281-985-7311		

**Part 2: Certification and Incorporation**

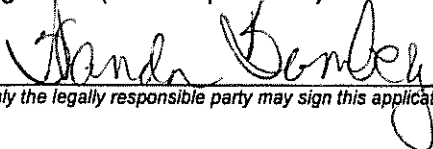
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Wanda	M	Bamberg	Superintendent
Telephone #	Email address		FAX #
281-985-6200	wsbamberg@aldineisd.org		281-449-0551

Signature (blue ink preferred)

Date signed

  
*Only the legally responsible party may sign this application.*

3/24/16

701-16-102-039

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD):

End date (MM/DD):

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☐No: ☒**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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By TEA staff person:

**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	#101-902 Aldine I.S.D.	Wanda Bamberg <i>Wanda Bamberg</i>	281-985-6200 wsbamberg@aldineisd.org	\$169,345
<b>Member Districts</b>				
2.	#101-902 Bethune Elementary	Euentra Simpson <i>Euentra Simpson</i>	281-878-0380 EESimpson@aldineisd.org	\$215,500
3.	#101-902 Black Elementary	Ash Kirk <i>Ash Kirk</i>	281-878-0350 arkirk@aldineisd.org	\$215,500
4.	#101-902 Jones Elementary	Cheryl Fontenot <i>Cheryl Fontenot</i>	281-446-6168 cjfontenot@aldineisd.org	\$215,500
5.	#101-902 Kujawa Elementary	Debera Thomas <i>Debera Thomas</i>	281-878-1530 dhthomas@aldineisd.org	\$215,500
6.	#101-902 Reed Academy	Jeana Morrison-Adams <i>Jeana Morrison-Adams</i>	281-985-6670 jrmorrison-adams@aldineisd.org	\$219,250
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name	Telephone number Email address	Funding amount

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #3—Certification of Shared Services (cont.)**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				<b>\$1,250,645</b>

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #4—Request for Amendment**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.		N/A	
4.			
5.			
6.			
7.			

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Community Overview:**

Located on the north side of Houston, Aldine Independent School District (AISD) covers 111 square miles, 76 campuses with an enrollment of 70,236 students. Aldine ISD is district-wide Title I with 88.1% of the student population being Economically Disadvantaged. AISD serves students that come from families that face common urban challenges of low socio-economic status, limited educational attainment, low employment and high crime. The current student demographic breakdown includes: 72.2% Hispanic, 23.8% African American, 1.8% white, 1.3% Asian and 0.9% other ethnicities. 34.1% of the student population is identified as Limited English Proficient (LEP), and 65% is considered At-Risk. The mobility rate for the district is 21%. The students and families in our district are in need of literacy and educational development.

**Local Needs:**

There are five (5) identified campuses that will create and provide an out-of-school program to meet the needs of those identified students and their families. Our families are in great need for literacy and educational development. The priority will be to target students demonstrating non-mastery on STAAR. Next we will identify students struggling in core areas: reading, science, math and social studies to support the promotion policy. We will focus on students with potential behavior concerns and inconsistencies with school attendance. The AISD graduation rate in 2014 graduation rate was 82% and the state average was 88%.

**Program Implementation:**

Aldine ISD will, under the program established by the TEA 21<sup>st</sup> Century CCLC, Cycle 9, Year 1 guidelines, serve as the lead agent with **five (5) site locations**. The Aldine Afterschool Community in Education (ACE) will be under the direction and management of the Project Director for **37 weeks** of programming in before-school, after-school and summer program for academic, enrichment and Family Engagement activities. In addition to the Project Director, each site will employ one full-time Site Coordinator. **The sites will serve a 750 students and 200 parents.** A Family Engagement Coordinator will be hired to oversee and implement parent workshops and activities to strengthen families. Trained certified teachers will be the main source for academic activities. Enrichment activities will be led by vendors, nonprofits and volunteers. The focus of the program will be:

- Academic support
- Positive Behavior
- Enrichment activities
- College and Career Readiness
- Family Engagement

Strategies to plan the activities came from the PRIME Blueprint planning process and associated tools. The intentional alignment of the program strategies with program objectives is critical to success. The use of highly qualified certified teachers in small group and face to face academic support. The research-based hands-on learning will engage and reinforce the school day curriculum and individual student needs. The selection of enrichment activities was generated from a parent survey to engage stakeholders and plan our programs. Enrichment activities are selected from the Four Component Activity Guide from Texas Education Agency (TEA). Expanded services will begin from 7:00-8:00 a.m., before the school day begins. After school, ACE students will meet from 3:30-5:30 p.m. academic and enrichment activities will take place two hours at the end of the school day. Some sites will vary start and stop times, but all sites are actively engaged for **12-14 hours each week**. During the summer, the sites will operate for six (6) weeks for **16 hours each week**. Each campus will offer targeted parenting and family engagement activities, including: English as a Second Language (ESL), computer training, and career/workforce training.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The program will be managed at the campus level, by the Site Coordinator, under the supervision of the Principal. The Project Director and Family Engagement Specialist will work collaboratively with the Site Coordinator and school personnel to ensure high program quality and fidelity with evidence-based practices.

Strategies to plan the activities came from the PRIME Blueprint planning process and associated tools. The intentional alignment of the program strategies with program objectives is critical to success. The use of highly qualified certified teachers for academic support. The research-based hands-on learning will engage and reinforce the school day curriculum and individual student needs. The selection of enrichment activities was generated from a parent survey to engage stakeholders and plan our programs. Enrichment activities are selected from the Four Component Activity Guide from Texas Education Agency (TEA). Expanded services will begin from 7:00-8:00 a.m., before the school day begins. After school, ACE students will meet from 3:30-5:30 p.m. academic and enrichment activities will take place two hours at the end of the school day. Some sites will vary start and stop times, but all sites are actively engaged for **12-14 hours each week**. During the summer, the sites will operate for six (6) weeks for **16 hours each week**. Each campus will offer targeted parenting and family engagement activities, including: English as a Second Language (ESL), computer training, and career/workforce training. The program will be managed at the campus level, by the Site Coordinator, under the supervision of the Principal. The Project Director and Family Engagement Specialist will work collaboratively with the Site Coordinator school personnel to ensure high program quality and fidelity with evidence-based practices.

The primary goal of TEA is that all students will graduate prepared for postsecondary education and/or the workforce. The five main objectives of the Texas 21<sup>st</sup> Century CCLC program are to improve academics, attendance, behavior, and to improve promotion, and graduation rates.

Building parent and community support will provide a foundation for an effective and sustainable program. Participation is not a casual drop-in participation, but a commitment from both parents and students. Parents will be committed to making sure their child attends on a regular basis and the parents will make a commitment to participate in parent and family activities. Grantees must use funds to build and/or expand a systematic infrastructure that can be replicated and sustained across their district. Grantees cannot rely solely on grant funds alone, but must utilize existing funds and resources to develop a comprehensive model and to ensure they have the ability to fully sustain their program by the end of the grant period.

A comprehensive evaluation will help guide the project toward achieving its stated goals and objectives. Promotion of the program highlights will help to support sustainability efforts. The evaluation of data will help provide opportunities for adjustments and improvements. The Site Coordinator will track participation, academic performance, student behavior infractions and attendance on a nine-week cycle. The Project Director and Family Engagement Specialist will work with the Site Coordinator to make internal adjustments to achieve program goals. An external evaluator with experience in research-based educational programs, will be contracted to design the assessment tools, utilize data and stakeholder feedback to measure the achievement of the program goals. The external evaluator will meet with the program staff to establish data collection methods and to assist with data analysis and project reports. The evaluator will be contracted for research analysis of grades, attendance, behavior, parental involvement and other information relevant to the after school program.

**Budgets** were determined by the district Finance and Human Resource Department to provide a full time Project Director and Family Engagement Specialist, including salary, benefits, supplies and travel. Each campus leadership team based their budget on campus plan identified goals and community needs assessment. The center budget includes the Site Coordinator salary, based upon a quote from our Human Resource Department, including benefits, training and travel and dedicated funds for an external evaluation. Funds were determined for staff development, program activities, supplies and materials. The budget was created with an annual reduction over the five year period of funding with a goal of being self sustaining, after the grant has ended.

**For TEA Use Only**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB

Grant period: August 1, 2016, to July 31, 2017

Fund code/shared services arrangement code: 265/352

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$915,950	\$144,395	\$1,060,345
Schedule #8	Professional and Contracted Services (6200)	6200	\$67,000	\$0	\$67,000
Schedule #9	Supplies and Materials (6300)	6300	\$80,000	\$18,000	\$98,000
Schedule #10	Other Operating Costs (6400)	6400	\$18,300	\$7,000	\$25,300
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,081,250	\$169,395	\$1,250,645
8% indirect costs (see note):			N/A	\$13,551	\$13,551
Grand total of budgeted costs (add all entries in each column):			<b>\$1,081,250</b>	<b>\$182,946</b>	<b>\$1,264,196</b>
6493	Payments to member districts of shared services arrangements		\$0	\$0	0
Enter the total grant amount requested:					
					\$1,264,196
Percentage limit on administrative costs established for the program (5%):					x .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$63,209
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 101-902		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>			
1 Teacher			\$0
2 Educational aide			\$0
3 Tutor			\$0
<b>Program Management and Administration</b>			
4 Project director (required)	1		\$60,705
5 Site coordinator (required)	5		\$250,000
6 Family engagement specialist (required)	1		\$51,000
7 Secretary/administrative assistant			\$0
8 Data entry clerk			\$0
9 Grant accountant/bookkeeper			\$0
10 Evaluator/evaluation specialist			0
<b>Auxiliary</b>			
11 Counselor			\$0
12 Social worker			\$0
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>			
13 ESC specialist/consultant			\$0
14 ESC coordinator/manager/supervisor			\$0
15 ESC support staff			\$0
16 ESC other			\$0
17 ESC other			\$0
18 ESC other			\$0
<b>Other Employee Positions</b>			
19 Title			\$0
20 Title			\$0
21 Title			\$0
22	Subtotal employee costs:		\$0
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>			
23 6112 Substitute pay			\$0
24 6119 Professional staff extra-duty pay			\$551,100
25 6121 Support staff extra-duty pay			\$93,600
26 6140 Employee benefits			\$53,940
27 61XX Tuition remission (IHEs only)			\$0
28	Subtotal substitute, extra-duty, benefits costs		\$698,640
29	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>		<b>\$1,060,345</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 101-902		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$0</b>
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Professional Contracted Services	\$67,000
2		\$0
3		\$0
4		\$0
5		\$0
6		\$0
7		\$0
8		\$0
9		\$0
10		\$0
11		\$0
12		\$0
13		\$0
14		\$0
<b>b. Subtotal of professional and contracted services:</b>		<b>\$67,000</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$0</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$67,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 101-902		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval: \$75,000	\$75,000
<b>Grand total:</b>		<b>\$75,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 101-902		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$22,000
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	\$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$3,300
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$0
<b>Grand total:</b>		<b>\$25,300</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 101-902

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$0
<b>66XX—Computing Devices, capitalized</b>				
2	Laptop computers, accessories (7 staff)		\$N/A	\$23,000
3			\$0	\$0
4			\$0	\$0
5			\$0	\$0
6			\$0	\$0
7			\$0	\$0
8			\$0	\$0
9			\$0	\$0
10			\$0	\$0
11			\$0	\$0
<b>66XX—Software, capitalized</b>				
12			\$	\$0
13			\$	\$0
14			\$	\$0
15			\$	\$0
16			\$	\$0
17			\$	\$0
18			\$	\$0
<b>66XX—Equipment, furniture, or vehicles</b>				
19			\$	\$0
20			\$	\$0
21			\$	\$0
22			\$	\$0
23			\$	\$0
24			\$	\$0
25			\$	\$0
26			\$	\$0
27			\$	\$0
28			\$	\$0
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$0
<b>Grand total:</b>				<b>\$23,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

**Total enrollment:****4,175**

Category	Number	Percentage	Category	Percentage
African American	1,165	27%	Attendance rate	96.7%
Hispanic	2,803	67%	Annual dropout rate (Gr 9-12)	DNA
White	93	.02%	Students taking the ACT and/or SAT	DNA
Asian	44	.01%	Average SAT score (number value, not a percentage)	DNA
Economically disadvantaged	3,523	84%	Average ACT score (number value, not a percentage)	DNA
Limited English proficient (LEP)	1,590	38%	Students classified as "at risk" per Texas Education Code §29.081(d)	62%
Disciplinary placements	2	.00004%		

**Comments**

The data for drop outs and ACT/SAT does not apply to our elementary and intermediate schools. One piece of data that gives a greater understanding to the students we work with in our district is the mobility rate. A higher mobility rate creates a fluxuation in the enrollment of students coming in and out of the education system. These students not always on level, lack of consistency with classmates and are in need of additional support. Our mobility rate for the campuses to be served by the grant is 18.3% or 764 students, and their parents, that would benefit from the out-of-school program and family engagement component.

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	116	47%	No degree	0	0%
Hispanic	64	26%	Bachelor's degree	204	81%
White	65	26%	Master's degree	41	16%
Asian	4	1%	Doctorate	4	1%
1-5 years exp.	90	36%	Avg. salary, 1-5 years exp.	50,700	N/A
6-10 years exp.	50	20%	Avg. salary, 6-10 years exp.	51,681	N/A
11-20 years exp.	54	21%	Avg. salary, 11-20 years exp.	55,828	N/A
Over 20 years exp.	23	9%	Avg. salary, over 20 years exp.	68,178	N/A

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public		30	70	110	195	195	75	75							750
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>		30	70	110	195	195	75	75							750

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Located on the north side of Houston, Aldine covers 111 square miles, 76 campuses with an enrollment of 70,236 students. Aldine ISD is district-wide Title I with 88.1% of the student population being Economically Disadvantaged. Aldine ISD serves students that come from families that face common urban challenges of low socio-economic status, limited educational attainment, low employment and high crime. The current student demographic breakdown includes: 72.2% Hispanic, 23.8% African American, 1.8% white, 1.3% Asian and 0.9% other ethnicities. 34.1% of the student population is identified as Limited English Proficient (LEP), and 65% is considered At-Risk. The mobility rate for the district is 21%. The students and families in our district are in need of literacy and educational development.

The provision of increased academic and cultural enrichment activities outside the school day has been identified as major need by teachers, students, parents and community stakeholders. A needs assessment will be conducted from data from Aldine ISD 20014-2015 and 2015-2016 Texas Academic Performance Report (TAPR); City of Houston Police Department (HPD); and FBI Crime Statistics; Site-Based Decision-Making Team assessments; Parent teacher organization notes; Faculty/Student/Parent Surveys, and; Campus Improvement Plans.

Aldine ISD communities have experienced increased levels of gang activity and street crime affecting residents and business owners; a leading cause to economic decline. In 2015, there were 3,038 Part I violent crimes and in unincorporated Harris County that overlaps Aldine ISD, there were 16,094 property crimes. (Houston Police Department).

There are five (5) identified campuses that will create and provide an out-of-school program to meet the needs of those identified students and their families. Our families are in great need for literacy and educational development. The priority will be to target students demonstrating non-mastery on the State of Texas Assessment of Academic Readiness (STAAR) test. Next we will identify students struggling in core areas: reading, science, math and social studies to support the promotion policy. We will focus on students with potential behavior concerns and inconsistencies with school attendance. As a district, there is a need to improve the graduation rate. In 2014, our graduation rate was 82% and the state average was 88%. Of the five participating campuses, four are identified as "Met Expectations" one campus, Bethune Academy, is identified as "Needs Improvement" per the Texas Academic Performance Report (TAPR) for 2014-2015.

Improving academics, attendance, behavior, promotion rates and graduation rates are a high priority of our program. The priorities of our program are contingent upon one another, if you can increase the attendance of a child you can increase their opportunities for academic success. By engaging the student in hands-on learning, there is less time for misbehavior and increased learning. By increasing learning, improving behavior and attendance, you increase promotion rates and the long term goal of increased graduation rates.

To accommodate the schedules of working parents, transportation will be provided to take students home at the end of the 21<sup>st</sup> Century CCLC program extended day. Parent classes and family engagement activities will be held in the evenings.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	<b>Improve Academic Performance</b>	The out-of-school program will offer an innovative blend of academic assistance programs along with computer aided learning. Instructional strategies will be implemented that targets all students including English Language Learners (ELL) and special education. Each student will have a specific learning plan (SLP) that will outline learning goals and instructional methods for each student. Staff will use preplanned lessons and assessments for face-to-face and small group instruction.
2.	<b>Improve Attendance</b>	The groups to be served from the grant have a daily attendance rate of 96.7%, but the out-of-school program will address that small percentage with inconsistent attendance. By building a sense of belonging, connection with caring adults, and academic enrichment that out-of-school programs can make children more likely to go to school. Family Engagement will also support parents in methods to establish good attendance routines.
3.	<b>Improve Behavior</b>	Children who live in high poverty urban areas similar to Aldine ISD exhibit a wide range of dysfunctional behaviors including emotional instability, anxiety, academic failure and school disengagement. Participating in out-of-school activities will engage students in positive activities to improve behavior. Parenting skills to enable parents to support and establish good routines with their children at home to provide consistency from school to home.
4.	<b>Improve Promotion Rates</b>	In 2014-2015 Aldine ISD had retention rates for grades K-5 of 5.7%. The average for the state of Texas was 2.31%. Participation of elementary students in out-of-school programs demonstrate significant academic gains. By improving academics and strengthening core subjects, we will reduce our retention rates in our elementary students and strengthen our scores in standardized testing. Family engagement activities will give parents skills to support their child with learning activities at home.
5.	<b>Improve Graduation Rates</b>	In 2014, Texas had a graduation rate of 88.3% and Aldine ISD had a graduation rate of 82%, 6.3% lower than the state average. The out-of-school program will establish good habits, improve academics, improve behavior and improve graduation rates by catching student before negative patterns become permanent. The Family Engagement program will support students and parents in being college and career ready with Workforce and resume workshops.

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### Schedule #14—Management Plan

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Bachelor's Degree in Education or related field. <u>Special Knowledge:</u> Strong Communication, public relations and interpersonal skills, organization and time management <u>Experience:</u> Three years experience in educational and/or social work; budget management, data reporting, and management systems; program development, and evaluation.
2.	Site Coordinator(s)	Bachelor's Degree in education or related field. <u>Special Knowledge/Skills:</u> Maintain positive working relationships; Strong organization and time management skills; excellent written and verbal skills; <u>Experience:</u> With at-risk children and families; and supervision of staff.
3.	Family Engagement Specialist	Associates Degree in education or related field. <u>Skills/Experience:</u> Strong communication and interpersonal skills; must be familiar with the community and support agencies; be adaptable to meet the needs of families; working flexible hours. <u>Experience:</u> Educational, social service or family support; working with diverse cultures
4.	External Evaluator	Will coordinate the instrument systems and collection of data including: 1) Program data, 2) Surveys 3) School records, scores, and assessments

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academic Performance	1. Identify students with borderline and failing scores	07/31/16	08/21/17
		2. Identify areas of need in curriculum content	07/31/16	08/21/17
		3. Create resources, materials for hands-on lessons	07/31/16	08/21/17
		4. Implementation, monitor and assess/acknowledge a	09/06/16	01/30/17
		5. Develop materials, implement, assess	10/30/16	07/21/17
2.	Improve Attendance	1. Identify students with 6 or more absences (2015)	09/06/16	07/21/17
		2. Create plan with the existing attendance policy	09/06/16	07/21/17
		3. Create an attendance goal	09/06/16	07/21/17
		4. Mentor and advise/modify	09/06/16	07/21/17
		5. Acknowledge new behaviors	10/30/16	07/21/17
3.	Improve Behavior	1. Identify students with 5 or more referrals/offense	07/31/16	07/21/17
		2. Counsel with student/parent	09/06/16	07/21/17
		3. Mentor and advise/modify	09/06/16	07/21/17
		4. Acknowledge new behaviors	09/06/16	07/21/17
		5. Acknowledge new behaviors	10/30/16	07/21/17
4.	Increase Promotion Rates	1. Identify students who were marginal or retained	07/31/16	07/21/17
		2. Create a individualized intervention plan	07/31/16	07/21/17
		3. Counsel with student/parent	09/06/16	07/21/17
		4. Mentor and advise/modify	09/06/16	07/21/17
		5. Acknowledge new behaviors	10/30/16	07/21/17
5.	Increase Graduation Rates	1. Establish a Graduation Goal and Plan	07/31/16	07/21/17
		2. Create a College Readiness Plan for Kids College	07/31/16	07/21/17
		3. Create a timeline and achievement goals	09/06/16	07/21/17
		4. Implement study/homework/ family learning goals	09/06/16	07/21/17
		5. Acknowledge new study behaviors/family learning	10/30/16	07/21/17

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

From the District level administration, assessments in academic data are made to create a plan and supported by curriculum and skill specialists that help guide curriculum aligned with Texas Education Agency and District standards.

Aldine ISD campuses uses Plan4Learning, to develop, implement and form strategies in a web-based Campus Improvement Plan. We currently use data driven records in order to measure and adjust programs. Students are monitored using daily attendance rates as well as complete data portraits utilized by combining a variety of data into a matrix which is evaluated every grading cycle for student progress toward predetermined goals.

Teachers and students are actively engaged in assessing the students' goals and progress as a part of the development of rigorous education. Teachers collect data through observations, performance assessments, process assessments, open-ended tasks, and portfolios. The faculty are actively engaged in Professional Learning Communities (PLC). Each nine-week period the data is reviewed in collaborative meetings with administrators. The data is used to drive lesson plans and differentiated lessons within the classroom.

Information is disseminated to students and parents through various methods such as progress and report cards. Using Blackboard, parents can access their students' grades online and students can access subject coursework. Campuses utilize their websites, open house and parent contact to engage stakeholders and keep the community informed.

**Part 4: Sustainability and Commitment.** Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Aldine Independent School District (AISD) is committed to developing and implementing programs that will increase the numbers of students graduating from high school. Through the submission of the 21<sup>st</sup> Century CCLC grant, AISD recognizes the obligation to continue a similar program with funding from local and/or other sources once grant funding ceases. The district plans to continue a similar program with funding from state, federal and/or foundation grants, local budgets, Title 1, state compensatory education funds, and increased partnerships with local businesses. AISD is committed to program continuation with equipment, software and curriculum in place. Sustainability will center on search for funding for after school payroll. In addition, sustainability efforts will involve in-kind resources from active business partners.

The AISD and the School Board are committed to providing resources to support the academic growth and extra curricular participation of Aldine students. Aldine ISD currently implements tutorial programs provided by the skilled academic staff funded through Title 1 funds. The district accommodates transportation for extended day tutorials, by providing an additional bus route. Partnerships with nonprofit agencies such as Y.M.C.A., Boy Scouts, Young Audiences of Houston, Children's Museum of Houston and Houston Ballet provide academic, enrichment and character building activities for our students. The Aldine Education Foundation sponsors the Innovative Teaching Grant that has provided resources to implement new programs that can be sustained with minimal funding for consumable materials. Our teachers have received over \$30,000 dollars in classroom materials through Donors Choose. Local grants from businesses and agencies support clubs and student led programs for community service projects.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Participation in Academic and Enrichment activities	1.	Sign-in sheets to indicate attendance/participation
		2.	Student Academic growth
		3.	Student feedback & staff observations
2.	Behavior Improvement	1.	Reduction in behavior infractions
		2.	Student leadership/Mentor development
		3.	Peer Mediation
3.	Attendance Improvement	1.	Increase in school day attendance
		2.	Meet or exceeds participation goals in program activities
		3.	Parent intervention to improve attendance
4.	Parenting & Family Engagement Activities	1.	Sign-in sheets to indicate attendance/participation
		2.	Increase of parent involvement in school activities
		3.	Parent/Student feedback
5.	College & Career Readiness	1.	Participation on workforce information session
		2.	Successfully complete job application
		3.	Attend College & Job Certification Workshops

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We will collect evaluation data that will be both qualitative and quantitative. The data will come from monitoring the program in conjunction with school district data. We will use the Aldine ISD School Management System (SMS) program to collect student records of participation and service provided as well as formal assessment data. Nine weeks evaluations, independent Reading Level results, district and state assessment will enable us to pinpoint and closely examine the extent to which the program has been successfully implemented. The data will be collected and stored in an electronic data base, where it can be easily disseminated by the Project Director and Site Coordinators.

In the day to day operations, any problems identified in any of the categories: attendance, behavior, academics, participation or staffing concerns will be addressed promptly by the Site Coordinator. Information to be collected will be the sign-in sheets and pre/post assessments. Students, parents, teachers, staff and stakeholders will participate in surveys to assess internal and external perception of the program. The Project Director and five (5) Site Coordinators will meet regularly to review all collected data and information obtained, measure for progress, identify weaknesses and make adjustments.

The Project Director, Family Engagement Specialist, Site Directors, and External Evaluator make up the **evaluation team** who will be responsible to provide:

- Coordinating and collecting data
- Internal monitoring to guide the performance process
- Provide support in quantitative and qualitative data
- Base the evaluation plan on specific objectives
- Analyze data on students in the general population to identify best practices

Information from the findings will be made public upon request and successes of the program will be created into a report to be presented before the school board for an annual report to help support the 21<sup>st</sup> Century CCLC program.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With this grant we plan to include activities from four (4) areas that address the five highest identified needs. These four areas include: academic assistance, enrichment, family and parental support services, and college and career readiness. For academic assistance, children who face academic or behavioral obstacles to success during school hours, the out-of-school program will be an opportunity to eliminate the barriers and improve the education of the whole child. Academic individualized stations will be developed where students will work on tailored math and reading lessons that are based on diagnostic testing. In addition, students will participate in science stations that offer hands-on science activities intended to increase and support students' knowledge in science. Enrichment activities for the program are designed to improve skills through activities such as dance and martial arts.

**Academics:** STAAR Tutorials, Core Subject Tutorials, Homework Assistance, STEM, **Reading Enrichment:** Book Club, Book Conversations, Literacy Learning Circle, Balanced Literacy, Kid's College. **Math Enrichment:** Tabor Rotation, Think through Math, Kid's College. **Student Behavior:** Etiquette Class, Anger Management, Anti-Bullying Classes, Peer Mediation, Tae Kwon Do, Drug Prevention, Substance Abuse. **College and Workforce Readiness:** Club /College University- College Search, Financial assistance, Resume writing, How to fill out job application. Banking, Accounting, Bonding, **Enrichment:** Dance, Robotics, Engineering, Strategic Board Games, Music, Drumline, Health and Wellness, Cooking and Sewing, Swimming, Arts and Crafts, and Theater Arts.

**Parent Activities:** ESL Classes, Basic Computer Skills , Health and Wellness, How to complete a job application, job interview preparation, and Parenting support.

**Family Engagement Activity:** Health and Wellness Day for Families, Math Night, Family Literacy Programs.

**Transportation:** Some sites will only have car riders and walkers while others will include bus transportation. Students participating in the before school activities will be dropped off by their parents due to early start time.

**Statutory Requirement 2:** Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Information about the community learning center will be disseminated out to the community in various ways. All written communications will be disseminated in English and Spanish with the assistance of our district translator. **Newletters** will be sent to parents informing them of their child's school becoming a 21<sup>st</sup> Century Communities Learning Center including the purpose and goals of the program emphasizing intentional recruitment of students in need of strong academic assistance. This newsletter will also contain a list of activities offered for both students and their families. This information will be placed Aldine ISD's **district website** in the Texas A.C.E. news section. Each site will also post information on their marquee and school's website. Through school messenger, an **automated phone system**, the message will announce to parents about each site's program. Fliers will go out to the surrounding apartment complexes, trailer parks and community stores. Articles will also be placed in the **community newspaper**. Site locations will utilize the **school webpage** designed for parents to see updated and upcoming events, ask questions, and be able to interact with the Site Coordinator overseeing the program. At the parents request, opportunity will be provided for any important information to be **emailed** to their desired email account. Each site will house a big kick-off night introducing th program to the students and families of the community and provide parents with an explanation of the program, members involved, and answer any questions that the parents might have. During our **parent meetings** and family engagement activities, a translator will communicate in English and Spanish. Information and updates about the afterschool program will be sent out on a continuous basis.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Extra time for academics by itself may be necessary, but may not be sufficient to improve academic outcomes. Balancing academic support by highly qualified staff members with a variety of engaging, fun, hands-on learning, structured extracurricular or co-curricular activities that promote positive experiences associated with school, learning and developing stronger learning community through education and activities for the entire family is the goal of our program.

Priority will be given to reading and math, then science or social studies depending on each campus need. Our strongest academic instructors with good classroom management will be recruited to teach our academic tutorial classes based on evidence of student performance from previous data (STAAR/Benchmarks/% students passing their class). Best practices and effective hands-on instructional strategies from teachers will impact growth in student academic performance for our LEP and African American students. Targeted students will have an individualized instructional plan. Academic tutorials will be in small groups and utilize one-on-one assistance when on an as need basis.

All enrichment activities will be will support the core academics while providing fun and excitement. Utilizing the Texas A.C.E. Lesson Plan template, enrichment activities will be linked to core curricular concepts. Our Afterschool Centers on Education (ACE) program will have a social component embedded throughout all activities by teaching good sportsmanship and team building for the duration of the program. Improving behavior and providing increased time spent engaged in activities and improving performance.

**Statutory Requirement 4:** Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Title 1 Funds:**

Funds have been utilized for recognition awards, tutoring, program supplies.

**State Funds:** Parent Workshops

**Local Funds:**

The district for the facility operations and maintenance for the out-of-school program that includes: water, electricity and custodial maintenance for the Fall, Spring and Summer sessions for five (5) site locations.

The district provides an activity bus route, in addition to the regular school day transportation that provide students staying for extended day tutorials. Students in the out-of-school program will have access and utilize computers, classrooms, desks and chairs utilizing school equipment in afterschool hours and during the summer, when schools are traditionally closed.

AISD has developed a budget that is reasonable when three factors are considered: 1) the number of students who will participate in the program, 2) the severity of the need for low cost supervised after-school care and expanded learning opportunities, 3) the lack of drug-free and safe recreation, and enrichment activities available for students in an after-school setting.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Many of our students have limited experiences outside their community. Finding connections to prior experiences is often challenging and time consuming for classroom teachers. Additional time to process, assimilate, and practice targeted objectives would make a world of difference to the academic success of many of our struggling students. Our students also need an opportunity to socialize within a structured environment with guidance and coaching on acceptable protocols for peer interactions. Extended school-day and school-year programs would meet both of these needs.

Aldine ISD has an Aldine Student Data system (ASDAT) in place to track student progress on Texas standards-based curriculum for both district and state assessments. District academic data history is available to identify the strengths and weaknesses of each student and to use for **tailoring tutoring plans** to address specific academic needs. All ACE programs will be data driven.

The work of Lucy Calkins on the teaching of **Literacy** focuses on the importance of **mentors** and interaction among learners. The activities included in our out-of-school program are founded on those principals of developing relationships with mentors and encouraging productive interactive learning experiences for students.

The **fine arts infused enrichment activities** of our ACE program will enhance the process of learning. "The systems they nourish which include our integrated sensory, attentional, cognitive, emotional, and motor capacities, are, in fact, the driving forces behind other learning." Eric Jensen, author of Arts with the Brain in Mind.

According to the American Heart Association there are correlations between **physical fitness** and better school performance. Studies have shown that students who are involved in structured physical education programs throughout the school year increase academic achievement.

The **Kids College** program will expose students to college and career readiness skills and provide an array of activities that will motivate students to further their education. "**A Very Positive Outlook**" program will be implemented that focuses on preparing students how to dress for success, table etiquette, and how to behave like ladies and gentlemen.

The plan to collect specific local data points such as fluency levels, scores of math fact assessments, and attendance will be identified at the onset of the program and will be monitored on a **bi-weekly** basis to measure the effectiveness of the program. Surveys, staff observations, parent feedback, teacher feedback, campus academic data will be compiled to offer a variety of measurement tools.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- ☐ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.
- ☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Partnerships between schools and community-based youth development organizations support academic achievement not by mimicking schools, but instead by supplementing the schools' academic focus with a more holistic approach, and targeting positive youth outcomes across multiple domains of development (Adger, 2001).

Aldine ISD schools have formed strong partnerships with local community-based organizations.

**United Way** has been instrumental in increasing academic achievement at **Kujawa Elementary**. Kujawa was a previous 21<sup>st</sup> Century host site and they have maintained good relations with prior local vendors that provide enrichment activities such as karate and dance.

**Aldine Harris County Public Libraray (AHCPL)** Black Elementary is developing a partnership with the Aldine Harris County Public Library (AHCPL) in their community. Representatives provide read-a-louds and parent workshops on how to incorporate more reading at home and host "reading nights" for the entire community.

The **Girl Scouts** and **Boy Scouts** have after school events in our campuses.

**"PCS Edventures"** provides 2 STEM (Science, Technology, Engineering and Math) courses. The labs meet the expectations and goals of the 21<sup>st</sup> Century program.

Our **Parent, Teacher Associations (PTA)** are active and engaged helping to volunteer and engage in campus activities to support the students.

The **Aldine Noon Optimist** have partnered with our Elementary campuses to sponsor "Reading for Bicycles" to get kids excited about reading. The Aldine Noon Optimist help support the **C.H.I.C.K.E.N. Club** "Cool, Honest, Intelligent, Clear Headed, Keen, Energetic and Not Interested in Drugs" with our Aldine ISD 4<sup>th</sup> graders.

**Lone Star College** partners with many of our schools to help provide English as a Second Language (ESL) classes, college readiness workshops and college campus tours.

**Bonding Against Adversity**, local non-profit agency, helps provide registration and citizenship classes.

**Young Audiences** provides arts and activities for the youth in Aldine through the City Connections grant.

Aldine ISD schools have built and are actively recruiting local community-based organizations and resources to develop relationships that can lead to sustainable activities for our youth.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**Statutory Requirement 7:** Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to evaluate the needs of our community we would need to survey the community in order to make sure that our perceptions of the needs in our community and the surrounding area of our school are accurate. By surveying the community and the parents, we will receive greater knowledge of how to communicate and target the needs of the community. We would issue these surveys quarterly using our mailing system and on-line via our school's website to ensure that we are aware of what the community needs. Through this evaluation process, we would effectively communicate with parents, businesses within the community as well as other stakeholders through quarterly meetings to present pre and post identifiers within the program regarding student achievement, social interactions among students and what deficits we need to address.

The current trend that we are seeing in our community is the cultural gaps in effective communication between the school and home environment. These include language barriers, written and/ or verbal communication between teachers, school and home, and some parents having little to no schooling who rely on the eldest child to communicate. This in turn leads to deficits in the child's learning due to the parent not being to answer crucial questions to help their child. By breaking through these barriers, our program seeks to enhance students learning by beginning with the child's first teacher, the parent. Our current resources include ESL classes through Lone Star College to help those parents in need to effectively communicate with their child as well as their community. We also provide morning and evening Parent Workshops to assist and keep parents current with the growing trends and expectations of our school as well as the district and state, while focusing on how to help their child become a well-rounded and productive student and citizen.

Our vision for this program is to (1) Provide parents to enroll in our Parent Prep classes. These classes will allow parents to learn along with their child. This Parent Prep class can be accessed through the internet via the school's website or parents may attend on-site courses once a month. These courses will also focus on what is taught in the program, how it is taught and how they can help their child to succeed. (2) Effectively communicate with parents from various ethnic groups by providing those parents with information in their native language. A parent or person assigned from the Aldine district will assist in providing this information to the parents. (3) Implement Parent Information Nights, which will explain in detail the nature of the program, disaggregated data from findings within the program so that parents stay abreast of the current trends, and how funds will be allocated throughout the program. The Parent Connect link allows parents to monitor their child's progress, keep informed to know when to praise and when to intervene.

We will provide Workforce Solutions Family workshops in resume writing, job opportunities, and literacy workshops. Lone Star College will provide a workshop on the Associate degrees and certifications that can be earned in two years or less. The mobility rate in Aldine ISD is 21%. By providing options to better paying jobs, we hope to lower the mobility rate would raise the income level of our families, provide security and stability.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**Statutory Requirement 8:** Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Aldine ISD has a long history of serving as a fiscal agent and/or partner to 21<sup>st</sup> Community CCLC grants, beginning with 21<sup>st</sup> CCLC, Cycle 1 and continuing through Cycle 4 and Cycle 6. Additional after school programs that have positively impacted students on various campuses include: Cooperative After-School Enrichment grant through Harris County Department of Education (HCDE), YMCA partnerships, and the Mayor's After School Achievement Program (ASAP) sponsored by the City of Houston. As evidence of the management plan, administrative staff, principals and teachers possess the essential qualifications to positively impact the effectiveness of this program thus enhancing performance and positive youth development. The successful implementation of previous 21st Century Cycles 4 and 6 is evidence that Aldine ISD has the procedures and best practices to achievement the objectives of the A.C.E. program.

**Statutory Requirement 9:** If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Site Coordinators will seek to recruit volunteers from retired school personnel, local retirement and senior citizens. By utilizing qualified retirees as volunteers, the campus can help to sustain the ACE program beyond the funding of the grant. The volunteers will serve as coaches, gardening instructors, arts & crafts instructors, and homework helpers. The services they have to offer and life experience they can share will enhance the interaction with the youth.

Aldine ISD will provide senior volunteers (Adult Advocates) a training course and standard practices for working with children. Volunteers that participate in the out-of-school program will be fingerprinted and undergo a criminal background check in order to ensure the safety for all program participants. Aldine has utilized qualified (retired teachers and school personnel) senior citizens have served as volunteers for reading and district events.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**Statutory Requirement 10:** Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

Five (5) Aldine ISD campuses responded to participate in the 21<sup>st</sup> Century CCLC, Cycle 9, Year 1 grant funding opportunity to host an out-of-school program site at their campus they are Black Elementary, Bethune Elementary, Jones Elementary, Kujawa Elementary and Reed Academy. The plan for sustainability is as follows:

Year 1 Strategies:

- Establish the program at the five (5) participating campuses.
- Develop campus-specific sustainability goals in each Center plan.
- Demonstrate statistically significant progress towards goals.
- Partner with local media to educate the community.
- Engage and partner with parents to advocate for the ACE Program with local government leaders, School Board members and community leaders.

Year 2 Strategies:

- Continue Year 1 strategies as appropriate, with the goals of creating community support for the ACE program.
- Provide monthly trainings, including webinars, for Site Coordinators and campus/district leaders on sustaining the program.
- Share Year 1 outcomes with stakeholders.

Year 3-5 Strategies:

- Continue strategies from Years 1 and 2 as appropriate.
- Identify partners from other child-serving agencies to support the ACE program.
- Meet with vendors/local agencies to discuss sliding scale fees for services after the grant cycle.
- Prioritize activities with the most positive outcomes and eliminate strategies that are not successful.
- Partner with non-ACE funded stakeholders to solicit grants, foundation funds and in-kind resources.
- Celebrate sustainability successes and communicate via the media and other effective communication channels.

Aldine ISD (AISD) is committed to developing and implementing programs that will increase the number of students graduating from high school. After school programming is a critical factor in reaching this commitment. Through submission of the 21<sup>st</sup> Century grant, AISD recognizes the obligation to continue the program with funds from local or other sources once grant funding ceases. The district plans to continue a similar program with funding from state, federal and/or foundation grants, local budgets, Title 1, State Compensatory Education funds, and increased partnerships with local businesses. Programs may also include student participation fees. AISD is committed to the program continuation with facilities, equipment, software and curriculum in place. Sustainability will center on the search for funding for after-school payroll. In addition, sustainability efforts will involve in-kind resources from active business partners.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**TEA Program Requirement 1: Community Involvement**

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Community stakeholders associated with each host site assists with identifying community needs for the after school program through focus groups. They reviewed campus information including the Texas Academic Performance Report (TAPR) information, Houston Police Department (HPD) crime statistics, attendance data, discipline referrals, and district graduation rates. Stakeholders served in various capacities at host sites including mentors, volunteers, Parent Teacher Organization, tutors, and site-based committees. They will continue to serve the host sites identified. Many of the stakeholders will serve on the 21<sup>st</sup> Site Based Committee.

The 21<sup>st</sup> Century Committee will consist of the site management team including the principal or assistant principal, program site coordinator, program teachers, contracted service providers and parents.

The functions of the 21<sup>st</sup> Century Committee include:

- Involvement in planning and goal development
- program implementation
- selection of the site providers
- participation in program evaluation
- development of strategic plan

The host site 21<sup>st</sup> Century Committee will meet montly to review center activities, share specific needs related to individual students, and plan for any adjustments in center operations. They will meet quarterly as a goup with all host site committees as well as the district program manager to review center operations and evaluations and foster operational improvement.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**TEA Program Requirement 2: Grant Management.** Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **district program manager** will be responsible for the management, staff training, and long-term-planning of the proposed 21<sup>st</sup> CCLC in Aldine ISD. Timely implementation and operation of the grant require central support with a clear understanding of the role of after school program the overall success of the school. To ensure that the program is successfully implemented, the management plan contains clear timelines and milestones. The district program manager and the five host site coordinators will develop a timeline for the initial program implementation. The timeline will include dates for trainings and for all program stakeholders at least four times a year. The timeline will also include projected dates for mandatory trainings, conferences, workshops, and meetings for the program manager and five site coordinators.

The **grant finances** will be managed through the district's Federal, State and Special Programs (FSSP) department. The FSSP Department is the branch of the Aldine ISD Finance Department that manages all federal, state and local grant funds. The Project Director for the 21<sup>st</sup> Century program will be responsible for the management and maintenance of the grant and complete all monthly, quarterly and final reports related to the grant. Through a collaborative effort with the Family Engagement Specialists, and five (5) Site Coordinators, campus principal and bookkeeper, the Aldine A.C.E. team will successfully deploy and implement the Aldine ISD 21<sup>st</sup> Century Program for Cycle 9

Each **site coordinator** will be responsible for collecting program data, interacting with contracted service providers and school personnel to ensure program objectives are being met through the implementation of program activities. Site coordinators will regularly solicit feedback from all program constituents including students, parents, community members, businesses, contracted service providers and school personnel to develop strategies for continuous improvement of program activities. The program manager will work with the technical assistance coordinator through regular visits.

The Project Director, Family Engagement Specialist and Site Coordinators will:

- Administer grant requirements
- Analyze programs, activities and performance
- Run reports
- Organize staff and develop partner participation and schedules
- Provide ongoing training and support for ACE staff

**External Evaluator** will meet with the Project Director, Family Engagement Specialist and Site Coordinators to review the data from assessment tools. Based upon the finding, a strategy for making adjustment to align or provide additional support for all staff and achieve program goals.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1 Center Name: Bethune Elementary

9 digit campus ID#	101902102	Distance to Fiscal Agent (Miles)	14.38
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Grade Levels to be served (PK-12)

3-4

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served: 150

Number of Adults (parent/ legal guardians only) to be served:

40

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

Center Number: 2 Center Name: Black Elementary

9 digit campus ID#	101902126	Distance to Fiscal Agent (Miles)	7.99
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Grade Levels to be served (PK-12)

K-4

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served: 150

Number of Adults (parent/ legal guardians only) to be served:

40

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 101-902		Amendment # (for amendments only):	
<b>TEA Program Requirement 3: Center Operation Requirements</b>			
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
<b>Center Number: 3</b>	<b>Center Name: A.W. Jones Elementary</b>		
<b>9 digit campus ID#</b>	<b>101902134</b>	<b>Distance to Fiscal Agent (Miles)</b>	<b>6.37</b>
<b>Grade Levels to be served (PK-12)</b>	<b>1-4</b>		
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
		<b>Total</b>	
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>		<b>150</b>	
<b>Number of Adults (parent/ legal guardians only) to be served:</b>		<b>40</b>	
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>
	N/A		
<b>9 digit Campus ID #</b>			
<b>District Name (if different)</b>			
<b>Distance to Center</b>			
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application.			
<b>Center Number: 4</b>	<b>Center Name: Kujawa Elementary</b>		
<b>9 digit campus ID#</b>	<b>101902130</b>	<b>Distance to Fiscal Agent (Miles)</b>	<b>14.26</b>
<b>Grade Levels to be served (PK-12)</b>	<b>K-4</b>		
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
		<b>Total</b>	
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>		<b>150</b>	
<b>Number of Adults (parent/ legal guardians only) to be served:</b>		<b>40</b>	
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>
	N/A		
<b>9 digit Campus ID #</b>			
<b>District Name (if different)</b>			
<b>Distance to Center</b>			

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County-district number or vendor ID: 101-902			Amendment # (for amendments only):	
<b>TEA Program Requirement 3: Center Operation Requirements</b>				
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
<b>Center Number: 5</b>		<b>Center Name: Reed Academy</b>		
<b>9 digit campus ID#</b>	101902068	<b>Distance to Fiscal Agent (Miles)</b>		8.29
<b>Grade Levels to be served (PK-12)</b>	5-6			
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>				150
<b>Number of Adults (parent/ legal guardians only) to be served:</b>				40
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
	N/A			
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application.				
<b>Center Number: 6</b>		<b>Center Name: N/A</b>		
<b>9 digit campus ID#</b>		<b>Distance to Fiscal Agent (Miles)</b>		
<b>Grade Levels to be served (PK-12)</b>				
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>				
<b>Number of Adults (parent/ legal guardians only) to be served:</b>				
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

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## Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**TEA Program Requirement 3a:** Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The 21<sup>st</sup> Century CCLC program will coordinate with schoolwide programs under the ESEA Section 114 and state compensatory program under the Texas Education Code (TEC) by providing a high-quality extended learning opportunity outside of the regular school day to students in need of academic assistance by developing highly effective and rigorous programs. Programs must provide quality academic assistance and enrichment opportunities to help students meet academic standards and graduate ready for college and/or the workforce. Additionally, priority will be given to serve schools that have been identified as in need of improvement under Title 1, Section 1116 School Improvement.

The **identification** of students to participate in the 21<sup>st</sup> Century CCLC program will be:

1. Identifying students with the greatest need: academic, behavior, and high mobility at a Title 1 campus.
2. Campuses with a Economically Disadvantaged rate of 40% or higher.
3. Students of families with a high mobility rate and economically disadvantaged to offer English Language Learner (ELL) classes, Parenting and Career/Job Readiness classes.

The **recruitment** of students and family adult members that are able to attend a minimum of **45 days**. The distribution of take home letters to parents, flyers at apartment complexes, local post office and businesses, and community organizations. The Project Director and Site Coordinator will meet with campus principals, counselors and teachers to explain the program and request their assistance in encouraging parents to enroll their at-risk children in need of these services. The principal will send an introductory letter to the parent/guardian of every student. The teachers will contact parents of eligible students and them to enroll along with their child for the family engagement and student programs. A completed registration form with a parental signature will:

1. Give the student permission to participate.
2. Documents the parent(s) commitment to ensure their child attends the out-of-school sessions.
3. Give authorization to track test scores, grades, absenteeism records and disciplinary logs;
4. Documents the parent(s) commitment to participate in the family literacy, parenting and college/career classes.
5. Indicates parent(s) desire to volunteer, during the after school sessions.

The campuses will market the 21<sup>st</sup> Century CCLC program on the campus website pages, electronic newsletter and press releases will be made through the district communication department and local newspaper.

The **retention** strategies will be implemented to enable students and families to remain engaged in the program consistently enough to achieve their goals and/or make a successful grade level course transition.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**TEA Program Requirement 3b: Center Operations, Staffing and Schedule.** Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Director will be hired and immediately immersed in the program goals, objectives and timeline. The Project Director, Family Engagement Specialist and Site Coordinators will be hired and training will begin to prepare them to implement the 21<sup>st</sup> Century CCLC programs. Preparation will begin to plan activities and align staff for implementing activities no later than September 6.

Site Coordinators will work with campus staff, vendors and volunteers to establish the site program, prepare the materials, train the staff. Meetings and trainings will be scheduled for site staff. Lesson plans and procedures will be put into place and parental permission forms.

Bethune Elementary, Black Elementary, Jones Elementary and Reed Academy will meet **12 hours** a per week during the Fall and Spring, **16 hours** per week during the Summer for a total of **37 weeks** for the year. Kujawa Elementary will meet 14 hours a week during the Fall and Spring, and 16 hours per week during the Summer for a total of **37 weeks**.

**TEA Program Requirement 3c: Center Operations, Safety.** Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The plan for ensuring safety for all program participants is:

- Immediately following dismissal of the regular school day, students will report to the designated area on campus and/or **sign-in** or participate in role call.
- At the end of the after school program, Site Coordinators will ensure that students are on the activity bus or are **signed-out** when picked up parent, guardian, or designee.
- The district will provide **transportation** for students attending the after school program and summer activities.

The 21<sup>st</sup> Century CCLC programs will take place in safe and secure facilities of Aldine ISD. The building entrance is access controlled entry with monitor staff and metal detectors. Visitors are required to have driver's license and issued a temporary identification badge using the Raptor system.

Each student participating in the project will be required to have a Parent Consent Form completed and authorized by their parent/guardian. The parent/guardian will be required to provide the name and relationship of any individual that will be allowed to pick-up their child. Students leaving early from the 21<sup>st</sup> Century CCLC program will be required to be **signed-out** by approved parent/guardian or designee and **provide identification**. The district has a process and procedure to address emergency situations, including an **emergency readiness plan**, emergency contact information, and follow-up documentation.

Off site field trips, will require a parental consent form with the details: date, departure time, destination and return time.

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## Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**TEA Program Requirement 4a:** Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The 21<sup>st</sup> Century CCLC, Cycle 9, programs are designed to be customized to the needs of the campus and community with the Four Component Activity Guide to be balanced and offer one **enrichment activity** from each of the categories. Students were sent home with a English/Spanish survey asking about community perception of needs, family needs, and what parents desire for their child's future. Part of the survey asked what type of enrichment activities they would like for their child. Using the parent survey data and the Four-Component Activity Guide, customized enrichment activities will be selected for each site.

We have identified students in need of **academic** support based upon STAAR test results and local district assessments. As a district-wide Title one school district, we know that the 88.1% of Economically Disadvantage families come with unique challenges. The challenges of being 34.1% English Language Learners, 65% At-Risk, and a Mobility rate of 21% have an impact on the future success of our students. Add to the mixture gang activity, high crime, low employment and you can easily see that our families need support. The answer is a meaningful solution that benefits not just the student, but the entire family. By helping the families to succeed, we will also help our community.

The Site Coordinators will work with the Principal and instructional staff to identify the academic shortfalls that need to be addressed. Using the Campus Improvement Plan, Curriculum and assessment feedback from the previous year, the instructional staff can help to identify and develop specific math, science, reading and writing skills to focus on. The curriculum guide for the year will be mirrored in the out-of-school program to support and reinforce concepts learned during the school day. Academic content will be designed to be hands-on and activity based to engage the child, but also reinforce language and vocabulary for our English Language Learners.

The use of a **School-wide Positive Behavior Support (SWPBS) framework** would extend the use of the existing model. This framework is primarily composed of research-based intervention practices and organizational systems for establishing the social culture, learning and teaching environment, and individual behavior supports needed to achieve both academic and social success. While not a specific set of rules and regulations, SWPBS emphasizes a preventative perspective that is conceptualized in a three tier model with varying levels of support and functions (Crone & Horner, 2003; O'Neill et al, 1997).

**Improving attendance** involves the student and the parent. The parent may have transportation, work or family issues that seem to be an obstacle, but the Parent Prep program will work with the parent to find a solution. The success of the child being in class consistently begins with the home and knowing the importance of an education. If a student is responsible for their own means of transportation to school, It could mean a student/parent intervention for a solution.

Through the use of **Kids College**, students will experience a motivating and fun way to explore careers and higher education. The plan to go to college starts early in childhood. We need to make a college degree part of their natural dialogue and set their vision of their future in motion.

Family Engagement has many different meanings, sometimes our students have one parent or live with a grandparent. Maybe their parents work at night, so older brothers and/or sisters become the caregiver. Our students face enough challenges, when they walk out the door every morning, they need a strong family for support. The 21<sup>st</sup> Century program is designed to be that bridge. Parent Prep, English as a Secondary Language Classes, Career and College Readiness taught through Workforce Solutions will almost mirror what their children are learning in school. The bond of a parent and child learning together can strengthen their bonds, build relationships and they can encourage each other.

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## Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**TEA Program Requirement 4b:** Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students in need of support may have many issues and working in large groups doesn't allow for all their needs to be met. Having the ability to work in small groups give the student the face-to-face time they need and can also build a mentor relationship with that adult advocate. Giving students a positive connection to school make them look forward to coming to school, make them want to try a little a harder, knowing that someone believes in them and is on their side.

Based on the STAAR results, targeted student needs are in the area of reading and math. The enrichment programs will be utilized during the school year will be used to bridge the academic and enrichment needs of our students. The Aldine Student Data System (ASDS) will be used to create **student profiles**. Academic deficits will be identified and a plan designed to address student needs. Daily small group instruction will be determined by teacher input. A simple form will be designed for teachers to complete. The form will provide observations of a specific task, that student has struggled with that day. The goal is to provide a five-minute intervention with the student, instead of letting the problem compound.

Enrichment activities driven by student interest surveys and lessons will be tied to core curricular concepts, utilizing the 21<sup>st</sup> Century Lesson Plan format. Programs will be designed to emphasize the use of academic skills. For example, as students learn to cook, they will realize that reading a recipe and measuring are necessary skills involving language arts and math.

All activities will focus on research-based interventions that will produce positive student outcomes aligned to academic, social and behavior skills. Our curriculum will focus on grade level TEKS and align all activities to specific grade level expectations. We will then monitor student performance data to assess student growth, or lack of growth, to evaluate program needs. ACE teachers will complete a progress report for each participant. The progress report will provide additional data that will assist with program improvement.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**TEA Program Requirement 5a:** Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Aldine ISD will hire a full-time Family Engagement Specialist (FES). The FES will report to the Project Director. The FES will work in conjunction with the district Parent Involvement Liaisons, Lone Star College System, local Family Community-Based Organizations, Workforce Solutions, and Region IV Educational Service Center to provide information and family services.

The FES will work closely with the Project Director and Site Coordinators to create a report that identifies successful practices, activities the school has planned, and strategies to address the needs while implementing the program.

The Site Coordinators will collect data for the Family Engagement activities to provide to the FES. Data to be collected:

1. Number of sessions
2. Type of activities/trainings
3. Attendance
4. Degree of satisfaction/parent survey/student survey
5. Measureable outcomes/program success

**TEA Program Requirement 5b:** Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist (FES) will meet with the district Parent Involvement Liaisons at each site location. The Liaison can coordinate with the FES and serve as a source for information on local agencies. The campus Parental Involvement Liaison will be familiar with active family participants and be able to identify parents that would benefit from the 21<sup>st</sup> Century CCLC program.

The Family Engagement Specialist will meet with the Project Director and Site Coordinators from all five (5) sites for development and planning for the Family Engagement activities.

To recruit families for the programs, flyers will sent home with the students and event promotions will be posted on the school marquee and campus website. The FES will sent the flyer to local agencies to help promote the family engagement events.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 101-902

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101-902

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101-902

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101-902

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101-902

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Ttruancy**

#	Strategies for Absenteeism/Ttruancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 101-902

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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**Schedule #19—Private Nonprofit School Participation**

County-District Number or Vendor ID: 101-902

Amendment number (for amendments only):

**Part 1: Private Nonprofit School Contacts.** This part is required regardless of whether any private nonprofit schools are participating in the program. For **statewide** teacher training programs or **statewide** student instructional programs, refer to the list of private nonprofit school association contacts posted on the [Applying for a Grant](#) page.

**Total Nonprofit Schools within Boundary**Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): **10****Initial Phase Contact Methods**

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☒ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):

Check box only if there is no data available to determine the number of eligible students: ☒**Total Nonprofit Participants**Total nonprofit schools participating: **0**

Total nonprofit students participating:

Total nonprofit teachers participating:

No nonprofit schools participating: ☒No nonprofit students participating: ☒No nonprofit teachers participating: ☒

**Part 2: Consultation and Services.** Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

**Participant Consultation: Development and Design Phase Consultation Methods**

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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**Schedule #19—Private Nonprofit School Participation (cont.)**

County-District Number or Vendor ID: 101-902

Amendment number (for amendments only):

**Part 3: Services and Benefits Delivery****Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:		Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:	# of teachers:			Activity #1 end date
2	School name:		Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:	# of teachers:			Activity #2 end date
3	School name:		Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:	# of teachers:			Activity #3 end date
4	School name:		Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:	# of teachers:			Activity #4 end date
5	School name:		Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:	# of teachers:			Activity #5 end date

**Part 5: Differences in Program Benefits Provided to Public and Private Schools**

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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